



MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution
of higher education
«Far Eastern Federal University»
(FEFU)

SCHOOL OF BIOMEDICINE

" AGREED BY"
«General medicine» educational program
Supervising person

Yu.S. Khotimchenko

" APPROVED BY"
Clinical Medicine
Department Director

B.I. Geltser



« 14 » of January 2021

« 14 » of January 2021

WORKING PROGRAM OF ACADEMIC DISCIPLINE (WPAD)

«History»

Education program

Specialty 31.05.01 «General medicine»

Form of study: full time

year 1, semester 1
lectures 18 hours
practical classes 18 hours
laboratory works not provided
total amount of in-classroom works 72 hours
independent self-work 36 hours
control works is not provided
pass-fail exam at the year 1, semester 1
exam is not provided

The working program is drawn up in accordance with the requirements of the Federal state educational standard of higher education (level of training), approved by the order of the Ministry of education and science of the Russian Federation from 09.02.2016 № 95.

The working program of the discipline was discussed at the meeting of the Department of clinical medicine. Protocol No. 5, 14 of January 2021.

Author: Associated Professor A.A. Savchuk

**Vladivostok
2021**

Reverse side of the title page of the WPAD

I. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

II. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

III. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

IV. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

V. The work program was revised at the meeting of the Department:

Protocol dated "_____" _____ 20__ No. _____

Department Director _____
(signature) (Full Name)

ANNOTATION

The discipline "History" is purposed for students enrolled in the educational program 31.05.01 "General medicine", and included in the variable part of the curriculum. Discipline is implemented on 1st year, 2nd semester.

Development of the working program of the discipline was made in accordance with the Federal state educational standard of higher education in the specialty 31.05.01 "General medicine", the curriculum of training in the specialty 31.05.01 "General medicine".

The total complexity of the discipline studying is 2credits, 72 hours. The curriculum provides 36 hours of lectures, 18 hours of practical classes and independent self-work of the student (18 hours.). Overall in-class learning activity amounts to 54 hours. Pass-fail exam is in the 1nd semester.

1. Tatatro-Mongolian yoke;
2. Moscow state in XVI-XVII centuries;
3. Russia and the world in the 17th century;
4. Russia and the world in the 19th century;
5. Russia and the world in the 20th century.

The aim of the course «History» is to form the students ' holistic theoretical and factual representation of the historical development of Russia in the context of world civilization.

The main tasks are:

1. To develop students an appropriate conceptual framework.
2. To get students acquainted with basic concepts of state building of Russia and the world's leading powers.
3. To make students study the complex economic, demographic and social history of Russia.

As a result of the study of the discipline should be formed following general cultural competences.

Code and formulation of the competence	The stages of forming the competence	
UC-5.1 Perceives the intercultural diversity of society and the peculiarities of interaction in it in the socio-historical, ethical and philosophical contexts	Knows	the philosophical foundations and the history of the formation of systemic reflective thinking, which allows one to perceive the intercultural diversity of society
	Is able to	use the techniques of systemic reflective thinking to perceive and describe the intercultural diversity of society
	Possesses	the skills to perceive the socio-historical, ethical and philosophical context of the situation of intercultural interaction
UC-5.2 Explains the features of the cultural diversity of society in accordance with scientific historical knowledge	Knows	the influence of the historical process on the development of the diversity of cultures and ethnic groups.
	Is able to	use the scientific conceptual apparatus to explain the emergence of a variety of ethnic groups and cultures in accordance with scientific historical knowledge
	Possesses	the skills to explain the features of the cultural diversity of ethnic groups and cultures using the scientific conceptual apparatus and in accordance with scientific historical knowledge
UC-5.3 Notes and analyzes the peculiarities of intercultural interaction in a historical context	Knows	the latest achievements of domestic and foreign historical science, debatable problems of history.
	Is able to	work with historical sources; critically comprehend historical facts and events, overcome subjectivity and tendentiousness in their presentation, draw a conclusion and argue their own position based on the analysis of available information, treat historical heritage and cultural traditions with respect and care.
	Possesses	a culture of thinking, the ability to generalize, analyze, perceive information, methods of conducting discussions and polemics.

To generate the above competencies within the discipline "History" are used the following active learning methods:

- Practical training lessons:

1. Lesson-discussion.

**I. THE STRUCTURE AND THE MAINTENANCE OF THE
THEORETICAL PART OF THE COURSE
(36 hours)**

Module 1. Russia and the world in antiquity and the Middle Ages (IX-XV centuries) (10 hours).

Theme 1. Introductory lecture. The basic concepts of historical process (2 hours).

During the lecture explains the basic theory of the historic process: formation and civilizational approaches, the question of the role and place of Russia in the world community of civilizations.

Theme 2. Russia and Europe in the Middle Ages (6 hours).

During the lectures dealt with concepts such as feudalism and especially its development in Russia and Europe, compares the main estates of the feudal Europe and Russia, discusses the causes and consequences of the Crusades and the Tatar-Mongol invasion of Russian state, an analysis of the differences in the ways of development of Russia and Europe, since the 13th century, analyses the causes and consequences of feudal disintegration in Russia and in Europe, the process of gathering the lands around Moscow. Also examines the role of Renaissance at the end of the middle ages and the formation of modern Western civilization.

Module II. Russia and Europe in the XVI-XVIII centuries. (8 hours)

Theme 1. The epoch of great geographical discoveries. Colonialism (2 hours).

During the lecture examines the background and reasons for the beginning of the era of great geographical discoveries in Europe, their role in the development of European States, examines the impact of colonialism on France, England, Spain, and those who have been deprived of their colonies. Also in lectures is considered mastery of Siberia and promotion of Russian travelers to the East, provides an analysis of the major differences between the European and Russian colonialism.

Theme 2. Russia during Ivan Grozny's government: the choice of path of development (2 hours).

Completion of the unification of the Russian lands under Ivan III. Sophia Paleologue and power struggles. Vasili III and its role in the strengthening of the Moscow State. Personality of Ivan the Terrible and his reign. Wedding on the Kingdom. Reform of the middle of the 16th century. Oprichnina. The causes and consequences of the oprichnina. Terms of the oprichnina in the historical literature. Ivan's foreign policy (accession of the middle and lower Volga region, the Livonian war).

Theme 3. The Time of Troubles and the first Romanovs (1598-1689) (2 hours).

Prerequisites for the Time of Troubles. Controversy and crisis of the State in the period of the troubles. The civil war and foreign intervention. The outcome and value of Distemper. Accession of Romanovs. The role and the importance of the County Councils. Economic development of Russia in the 17th century the first manufactory. Sudebnik of 1649 and enslavement of peasants. Riotous behaviour. The beginning of forming of absolutism in Russia.

Theme 4. The industrial revolution in Europe and its influence on the development of the world historical process (2 hours).

During the lecture introduces the concept of the industrial revolution, its background and causes, including religious. Analyses the basic shape of the original accumulation of capital, traced the development of capitalism in Europe, is considered such a thing as Asian mode of production. During the lecture traced the emerging gap between Russia and industrialized developing powers.

Module III. Russia and Europe in the XVIII-first half XIX centuries. (6 hours).

Theme 1. Russia in the first half of the 18th century (2 hours).

Peter the Great and his conversion. Reforms of the State, Church, military institutions. The reform of the fiscal, social, and economic systems. Peter the Great's foreign policy and its relationship with domestic political transformations. Crisis of succession. Transformation of autocracy in the era of coups and its features. Favoritism. Beginning of emancipation estates.

Theme 2. The age of enlightenment in Europe and Catherine II's reign (2 hours).

The formation of the European bourgeoisie class and class conflict began. Enlightened absolutism in Russia and the "golden age" of the Russian nobility. Pugatchevshina. The emergence of a new philosophical system, the confrontation of the bourgeoisie and the monarchy, culminating in the great French Revolution and the struggle for the independence of the USA. The reaction of Imperial Russia on both events. Transformation of State established during the reign of Pavel I.

Theme 3. Russia and Europe in the first half of the 19th century (2 hours).

The formation of the Empire of Napoleon and the formation of the Vienna system of international relations after its collapse. The development of Western countries in the first half of the century. The industrial revolution and the industrial civilization. The peasant, the financial issues in the State policy of Alexander I and Nicholas I. Socio-political currents in Russia in the first half of the century: Conservatives, Liberals, and radicals. The Decembrists.

Module IV. Russia and the world in the second half of XIX-XX centuries. (10 hours).

Theme 1. Bourgeois modernization of Russia in the second half of XIX-beginning of XX centuries. (2 hours).

The abolition of serfdom in Russia and slavery in America: a comparative analysis. The great reforms of Alexander II. Populists and anarchists. Reforms of Alexander III. Forming of the proletariat and the bourgeoisie classes in Russia after reforms. Marxism. Working groups and the formation of the RSDWP.

Theme 2. Russia and the world at the turn of XIX-XX centuries. (2 hours).

Imperialism. The formation of military-political blocs of the Entente and the Triple Alliance. Clash with Japan in Asia. Russo-Japanese war 1904-1905 years. The first Russian revolution. The formation of a multi-party system. Background, causes and consequences of the first world war. The February bourgeois revolution. The October revolution in Russia and its impact on world politics.

Theme 3. Russia and the world between the two world wars (2 hours).

Versailles-Washington system of international relationship. Civil war and intervention in Russia. War communism. NEP. Kondratiev's global economic cycles and the great depression. The forming of the fascist regime in Italy, national socialism in Germany and Pan-Asian ideology in Japan. Stalin's cult of personality. Collectivization and industrialization in the USSR. Strip the recognition of the USSR. The Molotov-Ribbentrop Pact.

Theme 4. The world in the second half of the twentieth century (2 hours).

The consequences of the second world war. "Cold war". The formation of the bipolar system of the world and globalization, the rise of national-liberation movements in the third world, post-war Europe device and the formation of the global financial system, "green revolution" and the population explosion in Africa.

Module 5. The SOVIET UNION and Russia in the second half of the 20th-early 21st centuries. (4 hours).

Khrushchev's "thaw" and Brezhnev "stagnation" in the economic, political and cultural life of the country. The export of energy resources. Perestroika in the USSR and the collapse of the Soviet Union. Separatism in the regions. The Chechen campaigns. Yeltsin's reign, privatization and "oil needle". The current state of the world and global crises.

II. THE STRUCTURE AND CONTENT OF THE PRACTICAL PART OF THE COURSE

The practical exercises (18 hours)

Lesson 1. Ancient Rus and Europe during the late Middle Ages (X-XV centuries) (2 hours), with the use of active learning method – lesson-discussion.

1. Feudalism in Europe and ancient Rus: similarities and differences. Feudal fragmentation and specific period of Russian history.
2. The foreign policy of the old Russian Princes: prophetic Oleg, Rurik, Igor, Olga, Sviatoslav.
3. The baptism of Rus and its cultural and political significance.

4. The Crusades and their value. Knightly orders. The Inquisition. The struggle of the Russian Princes with Swedish and German invaders in the 13th century.

Lesson 2. Russia and Europe in the XVI-XVII centuries (2 hours), with the use of active learning method – lesson-discussion.

1. Age of discovery and their role in European history. Exploration of Siberia and the Russian Far East pioneers. Russian colonialism and how it differs from the European one.

2. Foreign policy of Ivan the terrible: Lithuania and the remnants of the Golden Horde.

3. The industrial revolution in Europe. Primitive accumulation of capital. Protestantism.

Lesson 3. The establishment of diplomatic relations between Russia and Europe in the 18th century (4 hours), with the use of active learning method – lesson-discussion.

1. The age of enlightenment in Europe. Absolutism.

2. Peter the Great's foreign policy establishment of strong diplomatic ties with Europe.

3. The French Revolution and the struggle for the independence of the USA.

4. Catherine's foreign policy: the Crimean question, partitions of Poland, Georgievsk Treaty with Georgia.

Lesson 4. The Russian Empire, and the world in the 19th century: formation of a single world-system (4 hours), with the use of active learning method – lesson-discussion.

1. Russia's foreign policy in the first half of the 19th century: relations with the Ottoman Empire and Europe. The formation of the Vienna system of international relations.

2. Marxism and anarchism in Europe. European revolution in the first half of the 19th century and their reasons.
3. European colonialism in Asia: opium war in China and Meiji Revolution in Japan. Output of the United States of its self-imposed isolation.
4. Russia's foreign policy in the 19th century: European direction, the Eastern question and the accession of Russia to the far East.
5. The abolition of serfdom in Russia and slavery in America: similarities and differences.
6. The world of corporate takeovers and growth of national consciousness in Europe in the second half of XIX-beginning of XX centuries.
7. Capitalism and imperialism at the beginning of the 20th century Monopolies.

Lesson 5. Russia and the world in the 20th century (6 hours), with the use of active learning method – lesson-discussion.

1. First World War: background, causes and consequences. The formation of the Versailles-Washington system of international relations.
2. The revolution of 1917 and civil war in Russia. NEP, collectivization, industrialization and repressions in the USSR.
3. The second world war, its causes and consequences. A post-war peace arrangement.
4. The formation of the bipolar world system: the USSR and the United States in the cold war.
5. Khrushchev's "thaw" and Brezhnev's era in the history of the USSR.
6. Perestroika in the USSR and its collapse.
7. Conversion of Boris Yeltsin. "Oil needle".

III. SCHOLASTIC-METHODICAL ENSURING THE INDEPENDENT WORK OF STUDENTS

Educational-methodical support of independent work of students in the discipline “History” is presented in enclosure 1 and includes:

- schedule of performing independent work in the discipline, including the approximate time to perform on each task;
- characteristics of jobs for independent work of students and methodical recommendations for their implementation;
- requirements for submission and registration of results of independent work;
- criteria for evaluating the implementation of independent work.

IV. THE CONTROL OF THE ACHIEVEMENT OF THE OBJECTIVES OF THE COURSE

For the current certification examination discipline history uses the following assessment tools:

- 1) Oral questioning (OQ):
 - Interview (OQ-1)
- 2) Written works (WW):
 - Essay (WW-3)

№	Controlled modules/ sections/ themes	Codes and the stages of forming the competences		Evaluative resources - names	
				running check	intermediate attestation
Module 1. Russia and world in antiquity and the middle ages (IX-XV centuries)					
1	Theme 1. Introductory lecture. The basic concept of historical process	UC-5.1	knowledge	OQ-1	Questions for reckoning 1, 2
		UC -5.2	knowledge	OQ-1	Questions for reckoning 3, 4
2	Theme 2. Russia and Europe in the middle ages	UC – 5.2	knowledge	OQ-1	Questions for reckoning 6, 7, 8, 10
		UC -5.3	knowledge	OQ-1	Questions for reckoning 5, 9, 11
Module II. Russia and Europe in the XVI-XVIII centuries					
3	Theme 1. The epoch of great geographical discoveries	UC -5.1	knowledge	OQ-1	Questions for reckoning 12, 13
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 12, 13, 14
4	Theme 2. Russia during Ivan Grozny's	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 15

	government: the choice of path of development	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 15, 19
5	Theme 3. The Time of Troubles and the first Romanovs (1598-1689)	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 16, 18
		UC -5.3	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 16, 19
6	Theme 4. The industrial revolution in Europe and its influence on the development of the world historical process	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 17, 18, 19
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 17, 18
Module III. Russia and Europe in the XVIII-first half XIX centuries					
7	Theme 1. Russia in the first half of the 18th century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 20, 23
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 20, 23
8	Theme 2. The age of enlightenment in Europe and Catherine II's reign	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 21, 22
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 24
9	Theme 3. Russia and Europe in the first half of the 19th century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 25, 26
		UC -5.3	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 27, 28
Module IV. Russia and the world in the second half of XIX-XX centuries					
10	Theme 1. Bourgeois modernization of Russia in the second half of XIX-beginning of XX centuries	UC -5.1	knowledge	OQ-1	Questions for reckoning 29, 30
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 31
11	Theme 2. Russia and the world at the turn of XIX-XX centuries	UC -5.2	knowledge, ability	OQ-1	Questions for reckoning 32, 33
		UC -5.3	knowledge, ability	OQ-1	Questions for reckoning 34
12	Theme 3. Russia and the world between the two world wars	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 35, 36
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 37, 38

13	Theme 4. The world in the second half of the twentieth century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 39, 40, 41
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 39, 40, 41
14	Module 5. The SOVIET UNION and Russia in the second half of the 20th-early 21st centuries	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 42, 43, 44, 45, 46
		UC -5.2	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 42, 43, 44, 45, 46

Control and methodical materials, as well as criteria and indicators which are necessary to assess knowledge, abilities, skills and describing the stages of forming of the competences during the process of acquiring educational program is presented in enclosure 2.

V. LIST OF EDUCATIONAL LITERATURE AND THE DATAWARE OF THE DISCIPLINE

The main literature

(electronic and print editions)

1. An Illustrated History of Health and Fitness, from Pre-History to our Post-Modern World 2015 DOI <https://doi.org/10.1007/978-3-319-11671-6> Copyright InformationSpringer International Publishing Switzerland 2015 Publisher NameSpringer, Cham eBook Packages**Humanities, Social Sciences and Law** Print ISBN978-3-319-11670-9 Online ISBN978-3-319-11671-6 <https://link.springer.com/book/10.1007/978-3-319-11671-6#authorsandaffiliationsbook>

2. Improving Psychiatric Care for Older People DOI <https://doi.org/10.1007/978-3-319-54813-5> Copyright InformationThe Editor(s) (if applicable) and The Author(s) 2017 LicenseCC BY Publisher NamePalgrave Macmillan, Cham eBook Packages **History** Print ISBN978-3-319-54812-8 <https://link.springer.com/book/10.1007/978-3-319-54813-5#authorsandaffiliationsbook>

Further literature

(electronic and print editions)

1. The Institution of Science and the Science of Institutions 2014 DOI <https://doi.org/10.1007/978-94-007-7407-0> Copyright InformationSpringer Science+Business Media Dordrecht 2014 Publisher NameSpringer, Dordrecht eBook PackagesHumanities, Social Sciences and Law Print ISBN978-94-007-7406-3 Online ISBN978-94-007-7407-0 <https://link.springer.com/book/10.1007/978-94-007-7407-0#editorsandaffiliations>

The list of Internet resources

1. <https://www.wdl.org/ru/> – the world’s library which allows to use resources from the whole world;
2. <https://www.europeana.eu/portal/ru> – website which keeps information from European Union;
3. <https://www.jstor.org/> – humanitarian and sociological journals;
4. <https://memory.loc.gov/ammem/index.html> – the Library of Congress;
5. <http://darwin-online.org.uk/> – British personal archives

LIST OF INFORMATION TECHNOLOGIES AND SOFTWARE

The location of the computer equipment on which the software is installed, the number of jobs	List of licensed software
Multimedia auditorium Vladivostok Russian island, Ayaks 10, building 25.1, RM. M723 Area of 80.3 m2	Windows Seven enterprice SP3x64 Operating System Microsoft Office Professional Plus 2010 office suite that includes software for working with various types of documents (texts, spreadsheets, databases, etc.); 7Zip 9.20 - free file archiver with a high degree of data

(Room for independent work)	compression; ABBYY FineReader 11 - a program for optical character recognition; Adobe Acrobat XI Pro 11.0.00 - software package for creating and viewing electronic publications in PDF; WinDjView 2.0.2 - a program for recognizing and viewing files with the same format DJV and DjVu.
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In order to provide special conditions for the education of persons with disabilities all buildings are equipped with ramps, elevators, lifts, specialized places equipped with toilet rooms, information and navigation support signs

VI. GUIDANCE ON THE DEVELOPMENT OF DISCIPLINE

The course is structured thematically and problematically that allows, on the one hand, to systematize the learning material, on the other hand, underlines the link with other disciplines of the educational plan. In the process of studying the course materials are offered various forms of work: lectures, practical classes, multilevel tasks for independent work, taking notes.

Lectures focus on coverage of introductory topics in each section of the course and are designed to guide students in the proposed material, laying the scientific and methodological basis for further independent work of students.

Attentive hearing and summarizing lectures intend intensive mental activity of the student. Brief records of lectures, their summering helps assimilate learning material. Abstract is useful when recorded the most significant, substantive and done it ourselves. It is not necessary to seek to burn verbatim all lecture. It is advisable to perform recording on a single page, and the following leave to develop training material on their own at home.

Abstract of lectures is better to subdivide into paragraphs which are observing the red string. This will largely contribute to the paragraphs of the plan of lectures, proposed by teachers. The principal places, determine key dates should be accompanied by the comments of "important", "critical", "remember", etc., you can do so by using colored markers or pens. It is better if they are private, so you don't have to ask their fellow students and thereby distract them during lectures. It is advisable to devise their own icons, symbols, abbreviations of words.

Preparations for each *practical lesson* each student should begin by familiarizing themselves with the plan of practical exercises that reflect the content of the topic. Careful thinking and examining the issues of the plan is based on a study of current material lecture, and then examine the obligatory and additional literature, recommended to the topic. Based on individual preferences the student must choose the topic of the report on the practice, and to prepare a presentation on it. All new concepts to the study topic you want to learn by heart and make the glossary that appropriate lead from the very beginning of the study course. The result of such work should be reflected in the student's ability to freely answer theoretical questions the seminar, his speech and participation in collective discussions on the study of the topic, the right level execution of tasks.

Lesson-discussion. Discussion is a method of active learning based on public debate whose goal clarification and comparison of different points of view, finding the right solution to the disputed issue. Her goal is not so much to solve the problem, but rather to deepen it, encourage creativity and develop a solution to the problem through active collaboration. Through the use of discussion methods is carried out the following tasks: to create awareness of their opinions, judgments, assessments on the question under discussion; develop an attitude of respect for the opinion, the position of opponents; the development of skills to carry out constructive criticism of existing terms, including terms of opponents; development of the ability to formulate questions and value judgments, polemics; development of the ability to work in a group of like-minded people; the ability to produce multiple solutions; formation of skills to speak briefly and to the point; development of the ability to speak.

Particularly relevant for students is self-study course. In the course of this work, students select the desired material on this subject and to analyze it. Independent work with literature includes such techniques as making a plan, theses, abstracts, annotate the sources. Within the framework of the training course means three tasks for independent work, which will be checked by the teacher are discussed

with students and are taken into account when the final control of knowledge according to the exchange rate.

MATERIAL AND TECHNICAL MAINTENANCE OF DISCIPLINE

For practical work, as well as for the organization of independent work, students have access to the following laboratory equipment and specialized classrooms that meet the current sanitary and fire regulations, as well as safety requirements during training and scientific and industrial works:

Name of the equipped rooms and rooms for independent work	List of main equipment
The computer class of the School of biomedical AUD. M723, 15 work placts	<p>Screen, electrically 236*147 cm to trim the screen; Projector DLP technology, 3000 ANSI LM, WXGA with 1280x800 resolution, 2000:1 Mitsubishi EW330U; Subsystem of specialized mounting equipment course-2007 Tuarex; Subsystem of videocommunity: matrix switch DVI and DXP 44 DVI Pro advertising; extension cable DVI over twisted pair DVI 201 TX/RX advertising; Subsystem of audiocommentary and sound; speaker system for ceiling si 3ct LP Extron on from; digital audio processor DMP 44 LC the Extron; the extension for the controller control IPL T CR48; wireless LAN for students is provided with a system based on 802.11 a/b/g/N 2x2 MIMO(2SS) access points.</p> <p>Monoblock HP Loope 400 all-in-one 19.5 in (1600x900), core i3-4150t, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, and a DVD+ / -RW, GigEth, Wi-Fi and BT, the USB port of roses/MSE, Win7Pro (64-bit)+Win8.1Pro(64-bit), 1-1-1 Wty</p>
Multimedia audience	<p>Monoblock Lenovo C360G-i34164G500UDK; projection Screen Projecta Elpro Electrol, 300x173 cm; Multimedia projector, Mitsubishi FD630U, 4000 ANSI Lumen 1920 x 1080; Flush interface with automatic retracting cables TLS TAM 201 Stan; Avervision CP355AF; lavalier Microphone system UHF band Sennheiser EW 122 G3 composed of a wireless microphone and receiver; Codec of videoconferencing LifeSizeExpress 220 - Codeconly - Non-AES; Network camera Multipix MP-HD718; Two LCD panel, 47", Full HD, LG M4716CCBA; Subsystem of audiocommentary and sound reinforcement; centralized uninterrupted power supply</p>
Reading rooms of the Scientific library of the University open access Fund (building a - 10)	<p>Monoblock HP Loope 400 All-in-One 19.5 in (1600x900), Core i3-4150T, 4GB DDR3-1600 (1x4GB), 1TB HDD 7200 SATA, DVD+/-RW,GigEth,wifi,BT,usb kbd/mse,Win7Pro (64-bit)+Win8.1Pro(64-bit),1-1-1 Wty Speed Internet access 500 Mbps. Jobs for people with disabilities equipped with displays</p>

	and Braille printers.; equipped with: portable reading devices flatbed texts, scanning and reading machines videovelocity with adjustable color spectrums; increasing electronic loops and ultrasonic marker
Accreditation-simulation center of the school of Biomedicine	



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution of higher professional education
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(FEFU)

SCHOOL OF BIOMEDICINE

**TRAINING AND METHODOLOGICAL SUPPORT OF INDEPENDENT
WORK OF STUDENTS**

in the discipline “History”
Direction of training 31.05.01- General Medicine
Mode of study: Full-time program

Vladivostok
2021

Schedule of realization independent work by discipline:

№	Approximate date	The name of the control activities	The form of control	Standard time for execution
	7-8 week	Writing essay	Checking the essay	3 hours
	12 – 13 week	Writing essay	Checking the essay	3 hours
	16 – 18 week	Writing essay	Checking the essay	3 hours

Independent work by the course «History» provides three basic types of independent work: preparations for the practical exercises, summarizing lectures, writing essay.

Preparations for the practical exercises.

During preparation to the practical classes, students must pay special attention to recommended literature (as well as scientific and popular). Independent work with textbooks, manuals, scientific, reference and popular literature, periodicals and Internet materials, statistical data is the most effective method of learning, can significantly enhance the mastery of information promotes deeper assimilation of studied material, forms the students their attitude towards a particular problem. Additional recommended literature teacher on each topic will allow students to demonstrate their individuality and choose information among a wide range of views on the problem being studied.

The subject of the report must be agreed with the teacher and correspond to the topic of the training classes. The materials must agree with scientific and methodological requirements of the University and be listed in the report. You must comply with the rules set out in getting a job. Illustrations should be adequate, but

not excessive. Student report-presentation should include the refinement of abilities independently synthesize the material and draw conclusions in conclusion, the ability to navigate in the material and answer additional questions from the audience, unleashing skills, ability to host debate. Rapporteurs should know and be able to: communicate new information; use technical means; easily navigate through the topic of all school classes; discuss and respond quickly to questions raised; clearly fulfill the time limits (no more than 10 minutes); be aware of the compositional structure of the report, etc.

Entry helps ensure the success of the speech on any subject. The entry must contain: name, post major ideas, contemporary evaluation of the subject, a brief summary of the issues, live an interesting presentation, highlighting the important points, the originality of the approach. The main part, in which he must disclose affected deeply the topics usually is built on the principle of the report. The main part of the task is to present enough information to listeners interested in the topic and wanted to get acquainted with the materials. The logical structure of a theoretical block should not be given without audio and visual materials. The conclusion is clear, a clear synthesis and summary conclusions, which are always welcome listeners.

To prepare a presentation, it is best to use: PowerPoint, MS Word, Acrobat Reader, LaTeX batch conversions. The simplest program for creating presentations is PowerPoint. To prepare a presentation, you must collect and process primary information.

The main stages of preparing presentations:

1. To form the aim of your presentation: do you want your audience to motivate, persuade, infect any idea or just formally accountable.
2. Determine what will be the format of presentation: live performance (then how much will its duration) or e-mail (what would be the context of presentation).
3. Select all the content of your presentation and build a logical chain of submission.

4. Identify the key points in the content text and highlight them.
5. Identify types of visualization (pictures) to display them on slides according to the logic of the objective and the specifics of the material.
6. Pick a design and format slides (images and text, their location, color and size).
7. Check out the visual perception of the presentation.

Practical tips for preparing presentations:

- Prepare separately: printed text, slides and handout;
- Slides are Visual presentation of information, which should contain a minimum of text, images, maximum bearing semantic loading, look clearly and simply;
 - Text content presentation-speaking or reading, which should include the arguments, facts, evidence and emotions (the recommended number of slides 17-22);
 - The main information for presentation: theme, surname and initials of the speaker; Plan communication; summary conclusions from all of this; list of sources used;
 - Handout must provide the same depth and coverage that and live performance: more people trust what they can carry than disappearing images, words and forgotten slides and handout remains constant in a tangible reminders; It is important to distribute the handout at the end of the presentation; handout materials should differ from the slides should be more informative.

Abstract requirements for practical training: must be in a separate notebook, signed. Be sure to write a lesson plan with indication of themes, issues, bibliography and sources. Reflect the perspectives of all of the issues raised (source analysis, literature). Have them reasoned conclusions. The word "reasonable" is the key. The main thing-to permit conclusions.



THE MINISTRY OF EDUCATION AND SCIENCE OF THE RUSSIAN FEDERATION
Federal state autonomous educational institution of higher professional education
Far Eastern Federal University
(FEFU)

SCHOOL OF BIOMEDICINE

ASSESSMENT FUND
in the discipline “History”
Direction of training 31.05.01- General Medicine
Mode of study: Full-time program

Vladivostok
2021

Passport of assessment fund

Completed in accordance with the Regulations on the Funds of Evaluation Assets of Educational Programs of Higher Education - Bachelor's Programs, Specialties, FEFU Magistrates, approved by order of the Rector No. 12-13-850 of May 12, 2015.

Code and formulation of the competence	The stages of forming the competence	
UC-5.1 Perceives the intercultural diversity of society and the peculiarities of interaction in it in the socio-historical, ethical and philosophical contexts	Knows	the philosophical foundations and the history of the formation of systemic reflective thinking, which allows one to perceive the intercultural diversity of society
	Is able to	use the techniques of systemic reflective thinking to perceive and describe the intercultural diversity of society
	Possesses	the skills to perceive the socio-historical, ethical and philosophical context of the situation of intercultural interaction
UC-5.2 Explains the features of the cultural diversity of society in accordance with scientific historical knowledge	Knows	the influence of the historical process on the development of the diversity of cultures and ethnic groups.
	Is able to	use the scientific conceptual apparatus to explain the emergence of a variety of ethnic groups and cultures in accordance with scientific historical knowledge
	Possesses	the skills to explain the features of the cultural diversity of ethnic groups and cultures using the scientific conceptual apparatus and in accordance with scientific historical knowledge
UC-5.3 Notes and analyzes the peculiarities of intercultural interaction in a historical context	Knows	the latest achievements of domestic and foreign historical science, debatable problems of history.
	Is able to	work with historical sources; critically comprehend historical facts and events, overcome subjectivity and tendentiousness in their presentation, draw a conclusion and argue their own position based on the analysis of available information, treat

		historical heritage and cultural traditions with respect and care.
	Possesses	a culture of thinking, the ability to generalize, analyze, perceive information, methods of conducting discussions and polemics.

THE CONTROL OF THE ACHIEVEMENT OF THE OBJECTIVES OF THE COURSE

Current certification of students.

For this discipline uses the following assessment tools:

1. oral questioning (OQ):
 - interview (OQ-1)
2. written works (WW):
 - essay (WW-3)

№	Controlled modules/ sections/ themes	Codes and the stages of forming the competences		Evaluative resources - names	
				running check	intermediate attestation
Module 1. Russia and world in antiquity and the middle ages (IX-XV centuries)					
1	Theme 1. Introductory lecture. The basic concept of historical process	UC-5.1	knowledge	OQ-1	Questions for reckoning 1, 2
		UC -5.2	knowledge	OQ-1	Questions for reckoning 3, 4
2	Theme 2. Russia and Europe in the middle ages	UC – 5.2	knowledge	OQ-1	Questions for reckoning 6, 7, 8, 10
		UC -5.3	knowledge	OQ-1	Questions for reckoning 5, 9, 11
Module II. Russia and Europe in the XVI-XVIII centuries					
3	Theme 1. The epoch of great geographical discoveries	UC -5.1	knowledge	OQ-1	Questions for reckoning 12, 13
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 12, 13, 14
4	Theme 2. Russia during Ivan Grozny's government: the choice of path of development	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 15
		UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 15, 19
5	Theme 3. The Time of Troubles and the first Romanovs (1598-1689)	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 16, 18

		UC -5.3	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 16, 19
6	Theme 4. The industrial revolution in Europe and its influence on the development of the world historical process	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 17, 18, 19
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 17, 18
Module III. Russia and Europe in the XVIII-first half XIX centuries					
7	Theme 1. Russia in the first half of the 18th century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 20, 23
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 20, 23
8	Theme 2. The age of enlightenment in Europe and Catherine II's reign	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 21, 22
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 24
9	Theme 3. Russia and Europe in the first half of the 19th century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 25, 26
		UC -5.3	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 27, 28
Module IV. Russia and the world in the second half of XIX-XX centuries					
10	Theme 1. Bourgeois modernization of Russia in the second half of XIX-beginning of XX centuries	UC -5.1	knowledge	OQ-1	Questions for reckoning 29, 30
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 31
11	Theme 2. Russia and the world at the turn of XIX-XX centuries	UC -5.2	knowledge, ability	OQ-1	Questions for reckoning 32, 33
		UC -5.3	knowledge, ability	OQ-1	Questions for reckoning 34
12	Theme 3. Russia and the world between the two world wars	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 35, 36
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 37, 38
13	Theme 4. The world in the second half of the twentieth century	UC -5.2	knowledge, ability, mastership	OQ-1	Questions for reckoning 39, 40, 41
		UC -5.3	knowledge, ability, mastership	OQ-1	Questions for reckoning 39, 40, 41

14	Module 5. The SOVIET UNION and Russia in the second half of the 20th-early 21st centuries	UC -5.1	knowledge, ability, mastership	OQ-1	Questions for reckoning 42, 43, 44, 45, 46
		UC -5.2	knowledge, ability, mastership	OQ-1 WW-3	Questions for reckoning 42, 43, 44, 45, 46

Scale of assessment of the level of competence

Code and formulation of the competence	The stages of forming the competence		Criteria	Indicators
UC-5.1 Perceives the intercultural diversity of society and the peculiarities of interaction in it in the socio-historical, ethical and philosophical contexts	Knows	the philosophical foundations and the history of the formation of systemic reflective thinking, which allows one to perceive the intercultural diversity of society	Knowledge of the main concepts Russian and world history; knowledge of basic historiographical concepts.	The ability to identify basic research concept of historical process, the main discussion issues about historian philosophy.
	Is able to	use the techniques of systemic reflective thinking to perceive and describe the intercultural diversity of society	Ability to analyze the main philosophical ideas and understand their advantages and disadvantages	The ability to explain how these theories work and influence on the historical process
	Possesses	the skills to perceive the socio-historical, ethical and philosophical context of the situation of intercultural interaction	Ability to analyze the ethical aspect of the main philosophical and historical ideas; ability to refuse from cruel and destructive ideas which can be harmful for the doctor	The ability to find destructive elements in some philosophical and historical conceptions; the ability to form own worldview position
UC-5.2 Explains the features of the cultural diversity of society in accordance with scientific historical knowledge	Knows	the influence of the historical process on the development of the diversity of cultures and ethnic groups.	knowledge of the basic concepts of historical sciences; knowledge of basic historical concepts; knowledge of basic methods of historical science	the ability to enumerate historical science concepts; the ability to navigate the basic historical concepts; ability to use basic techniques of historical science

	Is able to	use the scientific conceptual apparatus to explain the emergence of a variety of ethnic groups and cultures in accordance with scientific historical knowledge	the ability to determine which historical processes have had the greatest influence on the development of Russia; the ability to use the acquired knowledge in the formation of their own civil position	the ability to highlight the anchor points of the historical process; the ability to generate its own civil and personal attitude towards different regimes and ideologies
	Possesses	the skills to explain the features of the cultural diversity of ethnic groups and cultures using the scientific conceptual apparatus and in accordance with scientific historical knowledge	skills analysis, use of interdisciplinary, specially the historical methods of analysis of the political, cultural and racist teachings	ability to explain the essence of academic discussions on selected (key) the problems of Russian and world history; the ability to argue its position on the various teachings; ability to assert their views on these issues.
UC-5.3 Notes and analyzes the peculiarities of intercultural interaction in a historical context	Knows	the latest achievements of domestic and foreign historical science, debatable problems of history.	knowledge of the peculiarities of intercultural interaction in a historical context	the ability to analyze the peculiarities of intercultural interaction in a historical context
	Is able to	work with historical sources; critically comprehend historical facts and events, overcome subjectivity and tendentiousness in their presentation, draw a conclusion and argue their own position based on the analysis of available information, treat historical heritage and cultural	the ability to determine which historical processes have had the greatest influence on the development of Russia; the ability to use the acquired knowledge in the formation of their own civil position	the ability to highlight the anchor points of the historical process; the ability to generate its own civil and personal attitude towards different regimes and ideologies

		traditions with respect and care.		
	Possesses	a culture of thinking, the ability to generalize, analyze, perceive information, methods of conducting discussions and polemics.	skills analysis, use of interdisciplinary, specially the historical methods of analysis of the political, cultural and racist teachings	he ability to find destructive elements in some philosophical and historical conceptions; the ability to form own worldview position

Evaluation tools for intermediate certification
Test Questions for reckoning

1. The concept of history, historical fact, historical source, auxiliary historical disciplines.
2. Formational and civilizational approaches. Eurasianism.
3. The concept of the origin of the Slavs. Ethnogenesis of Slavs.
4. Norman and antinorman theories of the origin of the ancient Russian State.
5. Feudalism in medieval Europe.
6. Old Russian state: State structure, the structure of the estate, legislation.
7. The baptism of RUS and Christianity's role in Russian history.
8. Feudal fragmentation for Rus' and its contrast to the European. Independent principality period of Russian history.
9. The Crusades and their value. Knightly orders. The Inquisition.
10. The Tatar-Mongol invasion of RUS ' and its consequences.
11. The Renaissance in Europe and its value.
12. Age of discovery and their role in European history. Russian colonialism and how it differs from the European one.
13. Picking up the lands around Moscow. Feudal war.
14. The industrial revolution in Europe and the Asian mode of production. Protestantism as a new ideology.

15. The reign of Ivan the Terrible and its importance for the development of Muscovite Russia.
16. Time of troubles in Russia and the first Romanovs.
17. Europe in the 17th century the nascent democratic institutions. The Westphalia system of international relations.
18. Socio-economic development and political system of Russia in XVII century (1613-1689). Church schism.
19. Exploration of Siberia and the far East in the 17th and 18th centuries.
20. Internal and external policies under Peter the Great.
21. Age of enlightenment in Europe.
22. The French Revolution and the struggle for the independence of the USA.
23. The era of palace revolutions in Russia and its features.
24. Internal and external policy of Catherine II.
25. Napoleon's Empire and its collapse. The formation of the Vienna system of international relations.
26. Russian Empire in the first half of the 19th century (work of Alexander I and Nicholas I).
27. Socio-political currents in Russia in the first half of the 19th century: the Decembrists, Liberals, radicals, conservatives.
28. Marxism and anarchism in Europe. European revolution in the first half of the 19th century
29. The abolition of serfdom in Russia and slavery in America: similarities and differences.
30. Reforms of 1860-70th and their value (zemskaya, judicial, military, education reforms).
31. The world of corporate takeovers and growth of national consciousness in Europe in the second half of XIX-beginning of XX centuries.

32. Russia in the late 19th and early 20th centuries: Alexander III's reforms, the Russo-Japanese war of 1904-1905, the first Russian Revolution and the emergence of Russian parliament.

33. The world's economics at the beginning of the 20th century: the emergence of a global market and economic crises at the beginning of the century.

34. First World War: background, causes and consequences. The formation of the Versailles-Washington system of international relations.

35. The revolution of 1917 and civil war in Russia.

36. NEP, collectivization, industrialization and repressions in the USSR.

37. Strip the recognition of the USSR, forming the League of Nations, the origin and development of fascism in Italy, nazism in Germany and Pan-Asian ideology in Japan.

38. The second world war, its causes and consequences. A post-war peace arrangement.

39. The formation of the bipolar world system: the USSR and the United States in the cold war.

40. Khrushchev's "thaw" and "stagnation" under Brezhnev era (1956-1982).

41. Globalization and the emergence of the global financial system. the green revolution and the growth of population in the world.

42. National liberation movements and third world countries.

43. The arms race and the collapse of the USSR and ATS. The global expansion of United States in the 1990s-00s

44. Perestroika in the USSR and the collapse of the country. The transition to a market economy.

45. Conversion of Boris Yeltsin. "Oil needle".

46. The current state of the world and global crises.

Criteria for grading student reckoning for the discipline "History"

Marks (rating valuation)	Mark of reckoning/ exam (standart)	Requirements for formed competences
61 – 100	« <i>passed</i> »	Rating of "credited" is exhibited to the student if he has knowledge of basic material, but not learned its details, allow inaccuracies, there is not enough proper wording, minor violations of logical consistency in the presentation of program material.
before 61	« <i>not passed</i> »	"Not credited" exhibited a student who does not know a large part of program material, allows substantial errors, uncertainly, with considerable difficulty performs practical work. Usually score "unsatisfactorily" put students who cannot continue their studies without extra lessons on the appropriate discipline.

Sample tests

1. Year of foundation of Moscow:
 - a) 1994
 - b) +1147
 - c) 1852
 - d) 1940
2. A city that escaped the Mongol-Tatar conquest:
 - a) Moscow
 - b) Vladivostok
 - c) +Smolensk
 - d) St. Petersburg
3. On April 5, 1242, Alexander Nevsky defeated the Crusaders on the ice of Lake Peipus. This battle is known as:
 - a) Battle of the Neva
 - b) Standing on the Ugra River
 - c) +Ice carnage
 - d) Battle of Kulikovo
4. The cause of feudal fragmentation is not:
 - a) strengthening the power of the city-centers of the local princely-boyar power
 - b) revival of economic life on the ground through the redistribution of vassal payments to Kiev to the economy
 - c) growth of independence of boyar-fiefdoms
 - d) +the appearance of the king
5. In the Battle of the Kalka River, together with the Russians, they fought against the Mongol-Tatars.
 - a) Khazars

- b) Pechenegs
 - c) Karakalpaks
 - d) +Cumans
6. The peculiarity of the political life of the Vladimir-Suzdal principality
- a) the leading role is played by the boyars
 - b) + the autocracy of the grand-ducal power was formed
 - c) the existence of two rival princely families in power
 - d) boyar democratic republic
7. Organizer of the all-Mongol campaign in Russia in 1237.
- a) +Batu
 - b) Genghis Khan
 - c) Jochi
 - d) Subedei
8. The beginning of the civil war is considered to be:
- a) summer-autumn 1918
 - b) autumn-spring 1918.
 - c) spring - autumn 1918.
 - d) +spring — summer 1918
9. When the Czechoslovak Corps started the mutiny
- a) +May 1918
 - b) August 1998
 - c) October 2018
 - d) February 1018
10. When was the peace treaty signed with Poland?
- a) February 1021
 - b) +March 1921
 - c) April 921
 - d) May 2021
11. Who led the White Army in Crimea?
- a) Makhno
 - b) +P. Wrangel
 - c) K. Dutov
 - d) Antonov
12. On August 8, 1941, he was appointed Supreme Commander-in-Chief of the Soviet Forces:
- a) G. K. Zhukov;
 - b) +I. V. Stalin;
 - c) S. K. Timoshenko.
 - d) Putin V.V.
13. Lines from the personal letter of the poet-front-line soldier A. A. Surkov to his wife became the text of the song:
- a) +"Dugout";
 - b) "The Sea";
 - c) Black Raven;
 - d) "The Observer".

14. The breakthrough of the siege of Leningrad occurred in:
- a) +January 1943;
 - b) July 1993;
 - c) January 1900
 - d) December 1991
15. In what year did the Baptism of Rus take place?
- a) 1922
 - b) +988
 - c) 1965
 - d) 1882
16. What was the name of the tax in favor of the church?
- a) +tithe
 - b) Meal
 - c) trizna
 - d) verv
17. Who was Rurik's son?
- a) Sergey
 - b) Andrey
 - c) Mikhail
 - d) +Igor
18. What was the name of the tribe that severely punished Prince Igor for his greed?
- a) krivichi
 - b) clearing
 - c) +drevlians
 - d) vyatichi
19. In what year did the battle take place, after which Prince Alexander Yaroslavich began to be called "Nevsky"?
- a) 1923 g.
 - b) +1240 g.
 - c) 1938 g.
 - d) 1942 g.
20. In what year did the first meeting of Russian squads with Mongol-Tatars take place?
- a) +1223 g.
 - b) 1940 g.
 - c) 1938 g.
 - d) 1942 g.
21. What was the task facing the Old Russian state?
- a) termination of contacts with other countries
 - b) provision of land all communal peasants
 - c) strengthening the power of elders
 - d) +ensuring the primacy of Russia on the most important trade routes
22. The desire to strengthen state power forced Prince Vladimir Svyatoslavovich:
- a) establish churchyards and lessons

- b) +convert to Christianity
 - c) create Russkaya Pravda
 - d) to kill the Kievan princes Askold and Dir
23. Magi in Ancient Russia were called
- a) impoverished communal peasants
 - b) heads of large well-to-do families
 - c) the first priests in Christian churches
 - d) + priests of pagan cults, healers
24. According to chronicle evidence, Rurik ruled in the second half of the IX century.
- a) St. Petersburg
 - b) +Novgorod
 - c) Moscow
 - d) Chernihivka
25. The last grand duke of the united Russia in the XII century.
- a) Yuri Dolgoruky
 - b) Vladimir Monomakh
 - c) +Mstislav the Great
 - d) Yaroslav the Wise
26. Glades, Drevlyans, Vyatichi are tribal unions
- a) + east slavic
 - b) baltic
 - c) finno-ugric
 - d) turkic
27. Which of these events happened first?
- a) uprising of Ivan Bolotnikov 1606-1607
 - b) accession of the Romanov dynasty 1613
 - c) +campaign of False Dmitry I to Moscow 1604-1605
 - d) coming to power of the boyar government - "Semiboyarshchina" 1610
28. In the event of a military danger, the following fought enemies:
- a) mercenary squads
 - b) the people of the Eastern Slavs
 - c) +well-trained squads of professional Slavic warriors
 - d) women
29. The religion of the Eastern Slavs was:
- a) orthodox
 - b) catholic
 - c) +pagan
 - d) judaic
30. What was the name of the literary monument dedicated to the Battle of Kulikovo:
- a) "A Tale of Bygone Years"
 - b) «Zadonshchina»
 - c) +«A Word about Igor's Regiment»
 - d) "On Law and Grace"

Criteria for evaluating the performance of test tasks

Percentage of correct answers	Score
86% to 100%	Excellent
85% to 76%	Good
75% to 61%	Satisfactory
Less than 61%	Unsatisfactory